



**The University of Western Ontario  
HISTORY 9601B**

**THE ECONOMIC HISTORY OF  
THE MIDDLE EAST IN THE CONTEXT  
OF GLOBALIZATION**

**Winter 2021**

**Wednesday 1:30-3:30pm via Zoom**

**Instructor: Prof. Maya Shatzmiller**

Office Hours: Wednesday, 4:00pm via zoom  
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**COURSE DESCRIPTION**

The ‘Great Divergence’ is a phrase applied to the gap that opened between the West and the rest of the world, in terms of economic development and standards of living. Where is the place of the Middle East in it and how does it affect the destiny of its people? It is the role of the social, political and economic history to explain it.

The course is methodologically divided into three sections in reverse chronological order. In the first section, we read and discuss literature defining economic, social, political deficiencies in the contemporary Middle East. In the second we read and discuss the writings suggesting and analyzing various factors for the historical decline of the Middle East. In the third section, we read on and discuss the economic performance of the early Islamic Middle East and the economic development of the region in the 19<sup>th</sup> and the 20<sup>th</sup> centuries. Our goal is to develop new original thinking on the issue of the historical roots of the current conditions of the Middle East. We select, understand and pass judgement on the criteria used in measuring the social, political and economic development and whether we should look as to how could history explain them.

**TEXTBOOKS**

Roger Owen and Sevket Pamuk, *A History of the Middle East economies in the Twentieth Century*, Harvard University Press, 1999. For purchase at the bookstore

Roger Owen, *The Middle East in the World Economy 1800-1914*, (I. B, Tauris, 1981) reprinted 2009. On the reserve shelf.

Issawi, Charles, Ph. *An economic history of the Middle East and North Africa*, Columbia University Press, 1982. Available **on line** and for purchase at the books store

Articles required will be available on OWL and on the library course reading website.

### **COURSE WORK AND TEACHING METHODOLOGY**

The course will include lectures, student presentations and class discussion of the major themes and debates taking place in the field of the Middle East economic history. Most of the readings are scholarly articles and books as well as agencies reports. Students learn about hypothesis and empirical evidence in the context of the large questions surrounding the economics of the Middle East and engage with the reading material. Reports on assigned topics will be followed class discussion. Using the methodology and subjects discussed in the reading students will write a final research paper in consultation with the instructor.

### **GRADE IN THE COURSE**

<b>Participation in class discussions</b>	<b>20%</b>
<b>Assigned reading material analysis</b>	<b>30%</b>
<b>Research paper (20 pages)</b>	<b>50%</b>

### **THEMES AND ASSIGNED READINGS (Tentative)**

The course is divided into three sections constructed around three themes, the first involves the major theoretical debates in global economic history of such themes as economic growth, the great divergence, why are some nation rich and other poor, standards of living, and what is the place of the Middle East in the discussion, is it a failure of culture (endogenous) or change in global conditions (exogenous). How to bring together what economists suggest in terms of theory and what we, historians, do in terms of empirical evidence.

The second and third themes study the empirical evidence on the Middle East economic history in chronological order. The second theme is the economic rise and success of the medieval Middle East, 700-1500. In the context of comparative economic history, the examination of the evidence of the success of the 'Golden Age of Islam', what underlined the new economic order, exogenous factors such as plagues, and endogenous agriculture revolution, cities and Smithian growth, technology, and examination of the array of theories as to when and why stagnation and decline occurred.

The third theme involves the impact of globalization beginning in the 19<sup>th</sup> century. The impact of European imperialism on the Middle East examined through markets, transportation, export, de-

industrialization, institutions, and state-led economic policies. Current conditions in the Middle East, demographics, human capital, health care, and political institutions, will conclude the course.

### **1-3 meeting on the global economic context of the debate on the Middle East**

#### **ECONOMIC GROWTH AND THE ‘GREAT DIVERGENCE’. THE ELEMENTS OF THE DEBATE AND THE CASE OF THE MIDDLE EAST**

##### **1. What is economic growth?**

Elhanan Helpman, *The Mystery of Economic Growth*. (2004), pp. 1-33 and 111-142

##### **2. What is the ‘Great Divergence’?**

[https://en.wikipedia.org/wiki/Great\\_Divergence](https://en.wikipedia.org/wiki/Great_Divergence)

##### **3. Why did growth occur in the West and not in the rest?**

*Allen, Robert (2001), "The Great Divergence in European Wages and Prices from the Middle Ages to the First World War" (PDF), Explorations in Economic History, 38: 411–447, doi:10.1006/exeh.2001.077*

### **3 meetings on the Golden Age of Islam**

Pamuk, Sevket and Maya Shatzmiller, “Plagues, Wages, and Economic Change in the Islamic Middle East, 700-1500, *Journal of Economic History*, Vol. 74/1 (2014), pp. 196-229.

Shatzmiller, Maya, “Economic Performance and Economic Growth in the Early Islamic World.” *Journal of the Economic and Social History of the Orient*, 54(2011), pp. 132-184

Timur Kuran, (2011), *The Long Divergence. How Islamic Law held back the Middle East* (Princeton, Princeton University Press, pp. 4-41

Jared Rubin, (2017), *Rulers, Religion, & Riches. Why the West got rich and the Middle East did not*, Cambridge, Cambridge University Press.1-24

Eric Chaney, “Revolt on the Nile: Economic shocks, religion, and political power” *Econometrica* 2013. 81(5) 2033-2053 (and On Chaney’s site)

Timur Kuran, “Islam and economic performance: Historical and Contemporary links” *Journal of Economic Literature*, vol. 56(2018): (On OWL)

#### **4 meetings on the Middle East economy in the 19<sup>th</sup> century and 20<sup>th</sup> century.**

Owen, Introduction, pp. 1-10

Sevket Pamuk, "Estimating economic growth in the Middle East since 1820." in *The journal of Economic History*, vol. 66, 2006 pp. 809-28.

Owen, Ch. 1, pp. 24-56

Owen, Ch. 2, 'The economic consequences of the age of reforms, 1800-1850' pp. 57-82

The effect of the reforms

#### **On Trade and global financial**

Owen, Ch. 3, pp. 83-19

Owen, Ch. 4, pp. 100-116

Owen, Ch. 5, pp.122-148

Issawi, Ch. 2

Issawi, Ch. 4

#### **On changing patterns of production and industrialization**

Issawi, Ch. 3

Issawi, Ch. 7

Issawi, Ch. 8

Owen and Pamuk, 91-149.

Richards and Waterbury, *A Political Economy of the Middle East*, Ch. 4: The Impact of Rapid Population Growth.

#### **On investment and migration, political institutions**

Issawi, Ch. 5

Issawi, Ch. 6

Issawi, Ch. 9

Sevket Pamuk, "Institutional change and economic development in the Middle East," *Cambridge History of Capitalism* vol. 1

Richards and Waterbury, *A Political Economy of the Middle East*, Ch. 11: Political Regimes.

Richards and Waterbury, Ch. 15: Regionalism, Labor migration and the future of the oil economies.

### On the **oil exporting economies**

Issawi, Ch. 10

Owen and Pamuk, pp. 202-228.

### On **globalization and its impact on the Middle East**

Robert C. Allen, *Global Economic History: A very short introduction*, pp. 1-39.

S. Pamuk and J. G. Williamson, "Ottoman de-industrialization, 1800-1913: Assessing the magnitude, impact and response," *Economic History Review* 64(2011), pp. 159-84.

1-2 meetings on **where is the Middle East today? Understanding the Middle East 'deficits' using the Arab Human Development Reports on political participation, gender inequality, economic vulnerability, healthcare and illiteracy. Asking: is there a path to growth anywhere?**

The **AHDR 2002, 2003, 2004, 2005, 2009** on constitutional, legal, political, and social flaws and constraints on freedom that impede good governance in the Arab region,

[http://hdr.undp.org/sites/default/files/rbas\\_ahdr2002\\_en.pdf](http://hdr.undp.org/sites/default/files/rbas_ahdr2002_en.pdf)

Creating opportunities

[http://hdr.undp.org/sites/default/files/rbas\\_ahdr2003\\_en.pdf](http://hdr.undp.org/sites/default/files/rbas_ahdr2003_en.pdf)

Governance

[http://hdr.undp.org/sites/default/files/rbas\\_ahdr2005\\_en.pdf](http://hdr.undp.org/sites/default/files/rbas_ahdr2005_en.pdf)

Women

[http://www.undp.org/content/undp/en/home/librarypage/hdr/arab\\_human\\_developmentreport2009.html](http://www.undp.org/content/undp/en/home/librarypage/hdr/arab_human_developmentreport2009.html)

Human security

<http://www.realinstitutoelcano.org/wps/wcm/connect/cbbdc892-a0bc-4846-b780-69fdb635b555/ArabHDR2016-Executive-Summary-UNDP.pdf?MOD=AJPERES&CACHEID=cbbdc892-a0bc-4846-b780-69fdb635b555>

## **Additional Statements**

### ***Accessibility Options:***

You may also wish to contact Accessible Education (formerly known as Services for Students with Disabilities (SSD)) at 661-2111 x 82147 for any specific question regarding an accommodation. See: <http://success.uwo.ca/academics/sas/index.html>

### ***Request for Accommodations/Medical Issues***

Students are entitled to their privacy and consequently they do not need to disclose personal information to their course professors. In the event that students feel the need to discuss personal information, they should see the graduate chair. Unlike undergraduate students, graduate students cannot be referred to Social Science Academic Counselling to have their medical or non-medical circumstances evaluated and to receive a recommendation for accommodation. Those facilities are for undergraduates only, and there is no process beyond the department to secure recommendations for accommodation. Our process is that faculty should deal with routine requests for extensions. However, a student's request for accommodation (on medical, non-medical, compassionate grounds) should go to the graduate chair, Prof. Nancy Rhoden ([nrhoden@uwo.ca](mailto:nrhoden@uwo.ca)) who will consult and communicate with faculty. Additionally, faculty and students should communicate with the grad chair about any case in which work is not submitted before grades are due. In the event that the graduate chair is also the course professor, then a request for accommodation can be taken to the department chair.

### ***Copyright***

Lectures and course materials, including power point presentations, outlines, and similar materials, are protected by copyright. You may take notes and make copies of course materials for your own educational use. You may not record lectures, reproduce (or allow others to reproduce), post or distribute lecture notes, wiki material, and other course materials publicly and/or for commercial purposes without my written consent.

### ***Plagiarism:***

Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offense.

For more information on plagiarism and other scholastic offenses at the graduate level see: [https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_grad.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.pdf)

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

The following rules pertain to the acknowledgements necessary in academic papers.

A. In using another writer's words, you must both place the words in quotation marks and acknowledge that the words are those of another writer.

You are plagiarizing if you use a sequence of words, a sentence or a paragraph taken from other writers without acknowledging them to be theirs. Acknowledgement is indicated either by (1) mentioning the author and work from which the words are borrowed in the text of your paper; or by (2) placing a footnote number at the end of the quotation in your text, and including a correspondingly numbered footnote at the bottom of the page (or in a separate reference section at the end of your essay). This footnote should indicate author, title of the work, place and date of Publication and page number. Method (2) given above is usually preferable for academic essays because it provides the reader with more information about your sources and leaves your text uncluttered with parenthetical and tangential references. In either case words taken from another author must be enclosed in quotation marks or set off from your text by single spacing and indentation in such a way that they cannot be mistaken for your own words. Note that you cannot avoid indicating quotation simply by changing a word or phrase in a sentence or paragraph which is not your own.

B. In adopting other writer's ideas, you must acknowledge that they are theirs.

You are plagiarizing if you adopt, summarize, or paraphrase other writers' trains of argument, ideas or sequences of ideas without acknowledging their authorship according to the method of acknowledgement given in 'A' above. Since the words are your own, they need not be enclosed in quotation marks. Be certain, however, that the words you use are entirely your own; where you must use words or phrases from your source; these should be enclosed in quotation marks, as in 'A' above.

Clearly, it is possible for you to formulate arguments or ideas independently of another writer who has expounded the same ideas, and whom you have not read. Where you got your ideas is the important consideration here. Do not be afraid to present an argument or idea without acknowledgement to another writer, if you have arrived at it entirely independently.

Acknowledge it if you have derived it from a source outside your own thinking on the subject.

In short, use of acknowledgements and, when necessary, quotation marks are necessary to distinguish clearly between what is yours and what is not. Since the rules have been explained to you, if you fail to make this distinction, your instructor very likely will be forced to regard your omission as intentional literary theft. Plagiarism is a serious offence which may result in a student's receiving an 'F' in a course or, in extreme cases, in their suspension from the University.

If a History graduate course professor suspects course work of possible plagiarism, or if a graduate supervisor suspects a cognate or thesis of possible plagiarism, the faculty member will meet with the student. If the issue is not resolved, the student then meets with the graduate chair to discuss this situation, and so that the student can present or respond to evidence. Afterwards the graduate chair will make a decision about whether misconduct has occurred and any penalties; this will be communicated in writing to the student within 3 weeks. The student may appeal this decision to the Vice-Provost (Graduate) within 3 weeks of the issuance of the chair's decision. If the student does not appeal, the Vice-Provost will review the case. The Vice-Provost may confirm affirm, vary, or overturn the graduate chair's decision or penalty.

Information on the appeals procedures for graduate students can be found here:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/appealsgrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/appealsgrad.pdf)

### ***Support Services***

Students who are in emotional/mental distress should refer to Mental Health@Western, [http://uwo.ca/health/mental\\_wellbeing/](http://uwo.ca/health/mental_wellbeing/) for a complete list of options about how to obtain help.

As part of a successful graduate student experience at Western, we encourage students to make their **health and wellness** a priority.

- Western provides several on campus health-related services to help you achieve optimum health and engage in healthy living while pursuing your graduate degree. For example, to support physical activity, all students, as part of their registration, receive membership in Western's Campus Recreation Centre. Numerous cultural events are offered throughout the year. Please check out the Faculty of Music web page <http://www.music.uwo.ca/> and our own McIntosh Gallery <http://www.mcintoshgallery.ca/>
- Information regarding health- and wellness-related services available to students may be found at <http://www.health.uwo.ca/>
- Students seeking help regarding mental health concerns are advised to speak to someone they feel comfortable confiding in, such as their faculty supervisor, their program director (graduate chair), or other relevant administrators in their unit. Campus mental health resources may be found at [http://www.health.uwo.ca/mental\\_health/resources.html](http://www.health.uwo.ca/mental_health/resources.html)

UWO has many services and programs that support the personal, physical, social, and academic needs of students, in a confidential environment. The Student Development Centre (SDC) has trained staff and an array of services to help students achieve their personal, academic and professional goals. See:

<http://www.sdc.uwo.ca>.

If you have any further questions or concerns please contact, Heidi Van Galen, Administrative Officer, Department of History, 519-661-2111 x84963 or e-mail [vangalen@uwo.ca](mailto:vangalen@uwo.ca).